DOCUMENT RESUME

ED 276 642 SO 017 488

TITLE Humanities Instruction in Elementary and Secondary Schools.
INSTITUTION National Endowment for the Humanities (NFAH), Washington, DC. Div. of Education Programs.
PUB DATE Jan 86
NOTE 44p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Fellowships; *Grants; High School Students; *Humanities Instruction; *Institutes (Training Programs); *Summer Programs; Teacher Improvement; Teacher Participation; *Teacher Workshops

ABSTRACT

The booklet summarizes information about projects taking place in the 1986 academic year through grants awarded in the Humanities Instruction in Elementary and Secondary Schools Program. The booklet has two specific purposes: (1) to help elementary, middle, and high school teachers and administrators from public, independent, and parochial schools identify grant projects for which they might wish to apply; and (2) to give individuals from universities, colleges, schools, school systems, and cultural organizations who wish to develop a future grant proposal for an institute or collaborative project an overview of the kinds of grants that have received funding in recent grant cycles. The summarized projects are grouped into three general categories: (1) institutes for teachers and administrators; (2) collaborative projects; and (3) summer humanities programs for high school students at historically black colleges and universities. After a description of the Independent Study in the Humanities fellowship program for high school teachers, the booklet concludes with an index to the projects. (TRS)

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Humanities Instruction in Elementary and Secondary Schools

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H U M A N I T I E S I N S T R U C T I O N

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E L E M E N T A R Y A N D S E C O N D A R Y S C H O O L S

The National Endowment for the Humanities is pleased to announce projects which will take place in 1986 through grants awarded in the Humanities Instruction in Elementary and Secondary Schools Program. The projects resulting from these grant awards, whether addressed to a national, a regional, or a local audience, provide school teachers and administrators with a special opportunity to study substantive topics and texts in the humanities. This booklet, summarizing information about these projects, is designed for two specific purposes:

* To help elementary, middle, and high school teachers and administrators from public, independent, and parochial schools identify projects to which they wish to apply.

* To give individuals from universities, colleges, schools, school systems, and cultural organizations who may wish to develop a future grant proposal for an institute or collaborative project an overview of the kinds of grants that have received funding in recent grant cycles.

Unless other dates are specified, all of the projects described in the booklet take place in the summer of 1986, with activities continuing through the following academic year.

The projects summarized in this booklet have been grouped into three general categories: Institutes for Teachers and Administrators; Collaborative Projects; and Summer Humanities Programs for High School Students at Historically Black Colleges and Universities.

(1) Institutes for teachers and administrators usually consist of four weeks of intensive summer study on a college or university campus with a variety of additional activities scheduled for the following academic year to help participants apply the summer work to their own school settings. The institutes are listed topically as Literature, History, Bicentennial of the U.S. Constitution, Languages and Area Studies, and General Humanities Topics.

(2) Collaborative projects take place over a period of several years and enable institutions of higher education, cultural organizations, and schools within a limited geographical area to work together to improve humanities instruction, principally through academic study and through workshops to improve classroom teaching.

(3) Summer humanities programs for high school juniors at historically black colleges and universities bring promising high school students to HBCU campuses for intensive study. In addition, historically black colleges and universities may develop applications for summer workshops involving high school teachers and college faculty.

After a description of the Independent Study in the Humanities fellowship program for high school teachers, the booklet concludes with an index to the projects.

For specific information about application procedures and selection criteria for the individual projects listed in this brochure, applicants should write or call the directors of the programs in which they are interested. Names, addresses, and telephone numbers are given for each project. For general information about the Humanities Instruction in Elementary and Secondary Schools Program or other Division of Education Programs, write or call the Division of Education Programs, Room 302, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506, 202/786-0377. For information about other Endowment programs, write or call the Public Affairs Office, Room 409, 202/786-0438.

Projects funded under the Humanities Instruction in Elementary and Secondary Schools Program are designed to strengthen instruction at the precollegiate level by deepening teachers' knowledge and understanding of the disciplines of the humanities. Grant applications to the program may be developed by individual schools, school systems, colleges, universities, cultural institutions, or groups of institutions that plan to work in collaboration.

The involvement of school administrators at all levels is essential if these projects are to achieve meaningful results. To encourage administrative participation in its projects, the Humanities Instruction in Elementary and Secondary Schools Program has established a category of institute grants exclusively for school principals and other administrators. These institutes enable administrators to engage in serious study of some aspect of the humanities, regardless of prior training and experience.

In addition to the Division of Education Programs, other divisions and programs of the Endowment also support education at the precollegiate level. The Division of Fellowships and Seminars funds Summer Seminars for Secondary School Teachers. In the seminars, groups of fifteen teachers study particular texts in the humanities under the guidance of one scholar. For information about that program, write to the Division of Fellowships and Seminars in Room 316 at the address given above. For details about projects relating to the Bicentennial of the U.S. Constitution, write to the Office of the Bicentennial, Room 504 at the same address. For information about the Endowment's initiatives on Understanding America and Understanding Other Nations, write to Jeffrey Thomas, the staff coordinator for these initiatives, Room 403.

TABLE OF CONTENTS

Literature Institutes 1-6

History Institutes 7-14

Institutes on the Bicentennial of the U.S. Constitution . . .15-18

Institutes on Languages and Area Studies 19-24

Institutes on General Humanities Topics 25-28

Collaborative Projects 29-33

Summer Humanities Programs for High School Juniors at Historically Black Colleges and Universities 35

Independent Study in the Humanities 37

Index by Geographical Region 39-41

L I T E R A T U R E

I N S T I T U T E S

Teaching Shakespeare

Folger Shakespeare Library
201 East Capitol Street, S.E.
Washington, D.C. 20003
202/544-7077

Director: Margaret H. O'Brien

This four-week summer institute will gather forty high school English teachers from around the country for an intensive study of Shakespeare's life, times, and four dramatic works: Twelfth Night, Julius Caesar, The Winter's Tale, and Richard II. The institute will be conducted by distinguished scholars and master teachers. Participants will also have an opportunity to work with actors on performance techniques and other classroom strategies. An institute newsletter and follow-up meetings at professional conferences will keep the participants and the staff abreast of each others' activities after the institute.

Shakespeare: His Plays and His Age

English Department
Indiana University of Pennsylvania
Leonard Hall, 201
Indiana, Pennsylvania 15705
412/357-2266

Director: Ronald G. Shafer

Forty-five high school teachers from twenty-eight school districts in western Pennsylvania will devote four weeks to a thorough study of eight Shakespearean plays: Romeo and Juliet, Measure for Measure, Julius Caesar, Macbeth, Hamlet, Richard II, A Midsummer Night's Dream, and Twelfth Night. In addition to an intensive analysis of the texts of the plays, participating teachers will hear lectures by eminent Shakespearean scholars, attend a Shakespearean film festival, and visit the Folger Shakespeare Library in Washington, D.C. They will also discuss with directors and actors the problems of producing Shakespearean drama. During the academic year following the institute, the participants will return to campus for a fall workshop and will offer in-service presentations to colleagues in their schools.

Shakespeare: The State of the Art

University of Maryland, College Park
Room 1116, Francis Scott Key Hall
College Park, Maryland 20742
301/455-2138 or
301/454-4161

Directors: J. Leeds Barroll
Maynard Mack, Jr.

During this intensive five-week summer institute, thirty-five English teachers from the secondary schools of Maryland, the District of Columbia, and northern Virginia will study Shakespeare's times and the texts of four plays: Macbeth, A Midsummer Night's Dream, King Lear, and Antony and Cleopatra. They will also visit the Folger Shakespeare Library for lectures and performances of plays. During the following academic year, the teachers will attend workshops and will organize Shakespeare festivals for students.

Summer Institute in English Renaissance Drama

Department of Humanities-Classics
Ohio Wesleyan University
Delaware, Ohio 43015
614/369-4431, Ext. 101

Director: James W. Biehl

In this four-week summer institute, thirty English teachers from high schools in the Midwest will study Shakespeare, Marlowe, Jonson, and Webster. University faculty will lead discussions of selected works by these dramatists, and three master teachers will assist participants with the development of classroom applications. In the year following the institute, the project staff will organize four one-day seminars.

Summer Institute on Literacy and Locality

Department of English
University of Kentucky
Lexington, Kentucky 40506-0027
606/257-1154

Director: Gurney M. Norman

Thirty-five junior high school English teachers from eastern Kentucky school districts will attend this four-week institute on literature. Participants will study themes common to works of major American authors and to works of Appalachian authors. Among the writers to be read are Emily Dickinson, George Ella Lyon, Robert Frost, and Jim Wayne Miller. The staff will visit the participants in their schools during the following academic year, and the participants will offer in-service workshops for their fellow teachers.

Writing About Literature: An Institute for High School Teachers

English Department
University of Colorado
Campus Box 226
Boulder, Colorado 80303
803/492-5387
803/492-5460

Directors: Paul M. Levitt
Elissa S. Guralnick

For four weeks, thirty high school English teachers from Colorado will study the techniques of description and argument, analyzing selected classic literary works that give voice to recurring themes in Western civilization. Activities will include lectures, discussions, writing seminars, curriculum development seminars, and a variety of cultural events. In the semester following the summer institute, the project staff will assist teachers with their own writing, organize two on-campus conferences, and travel to high schools to meet with participating teachers and visit their classes.

Cultural Values in American Literature: A Project for Educators in the Southern Highlands

Appalachian Consortium
Appalachian State University
University Hall
Boone, North Carolina 28608
704/262-2064

Director: Barry M. Buxton

A series of three three-week institutes will be held during the summers of 1986, 1987, and 1988. Twenty-five secondary school English teachers from the Southern Appalachian region of Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia will study major texts in American literature, including Walden, The Scarlet Letter, The Great Gatsby, and The Dollmaker, with an emphasis on the cultural values of family, community, and work reflected in those texts. Participants will explore techniques for incorporating the content of the study into their regular school curricula. Follow-up activities will include one-day seminars, site visits, and regional meetings of teachers and scholars.

Vergil's Aeneid

Department of Classics
Miami University
Oxford, Ohio 45056
513/529-3991

Director: Robert M. Wilhelm

This four-week summer institute will involve forty elementary school teachers from around the nation in an intensive study of Vergil's Aeneid. The primary focus of the institute will be the Aeneid's role in shaping the identity of the Romans. Participants will develop new curriculum materials to be used in their classes and shared with other teachers at regional and state classical and foreign language association meetings. Follow-up activities will include a mentor program in which each elementary teacher will work with a classics professor from a nearby university or college.

Folklore, Literacy, and Metaphoric Thinking: An Institute for Elementary and Middle School Teachers

Teachers College
Columbia University
525 West 120th Street
New York, New York 10027
212/678-4083

Director: Judith Pasamanick

This four-week institute will examine folk genres, specifically the fable and the proverb. Through a study of fables and proverbs and through the preparation of new curriculum materials, twenty-five New York metropolitan area teachers of grades 2-8 will explore ways of developing children's abstract and metaphorical thinking skills. An intensive in-service program following the institute will assure full integration of the institute material into the participants' classroom lessons.

World Literature Institute

Dallas Institute of Humanities and Culture
2719 Routh Street
Dallas, Texas 75201
214/698-9090

Director: Louise S. Cowan

In this institute forty-five secondary school English teachers from the Dallas area will read major works in the epic tradition, from the Homeric poems to modern literature. The purpose of their study will be to explore the essential characteristics of epic as a genre. Participants will be expected to do considerable reading, both before the institute and during the summer session. During the following academic year, meetings will take place among the staff, participants in the institute, and local school administrators.

Western Literature: A Summer Institute for Teachers

The City College
Convent Avenue at 138th Street
New York, New York 10031
212/690-5408

Director: Saul Brody

Thirty-five public high school English teachers from New York City will study comparative literature for four weeks. Texts to be discussed will be drawn from three categories: English, American, and European; African and Afro-American; and Spanish-American. Authors whose works will be studied include Aristophanes, Alejo Carpentier, and Athol Fugard. The staff will visit individual participants in their classes during the following academic year; meanwhile, participants and staff will reassemble as a group for conferences in January and May, 1987.

H I S T O R Y

I N S T I T U T E S

The Young Republic: American Life and Culture, 1783-1830, A Four-Week Institute for Secondary School Teachers

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
303/492-1600 or
303/492-8154

Project Directors: Fred Anderson
James R. Giese

In this four-week institute, designed for forty-five teachers from throughout the country, teams of from two to four secondary school teachers will study the history, literature, religion, art, and architecture of the early national period in American history. The project staff will visit each team during the academic year following the institute. Meanwhile, the participants will organize workshops to share teaching strategies with others in their school systems.

The Age of Franklin Roosevelt, 1929-45

Bard College
Annandale-on-Hudson, New York 12504
914/758-6822

Director: Mark H. Lytle

This four-week institute for thirty secondary school teachers from around the country will focus on the economic, diplomatic, and social history of the Depression and New Deal. An additional emphasis will be the nature of historical investigation, research, and interpretation. Participants will have access to the nearby Franklin D. Roosevelt Library for independent reading and research. Participants will share perspectives on their work and its impact on their teaching at a conference during the following academic year.

Harvard Graduate School of Education Summer Institute for Secondary School Teachers: "American History: The Female Experience"

Harvard College
19 Centre Street, #4
Cambridge, Massachusetts 02139
617/661-5950

Director: Sally Schwager

Harvard University has designed this program to acquaint twenty-five New England secondary school social studies and history teachers with the historical material on women's lives that scholars have brought to light over the past two decades. The institute will focus on major historical and literary texts. Extensive follow-up workshops will familiarize teachers with new methods and resources for teaching women's history within the context of the American experience.

Adding the State and Local Perspective to American History: Summer Institutes for Secondary School Teachers in Illinois

Chicago Metro History Fair, Inc.
60 West Walton Street
Chicago, Illinois 60610
312/943-9090 Ext. 215

Director: Arthur E. Anderson

Two summer institutes will take place at the Newberry Library on the subject of national themes and issues and their relation to state and local history. Thirty Illinois high school teachers will participate each summer. Each institute will focus on historical research and on the teaching of historical skills in the classroom. The project is a cooperative venture of the Newberry Library, the Chicago Historical Society, the University of Illinois at Chicago, the Chicago Public Schools, and the Archdiocese of Chicago Schools.

Institutes in Native American History for Secondary School and Indian Community College Teachers

The Newberry Library
60 West Walton Street
Chicago, Illinois 60610
312/943-9090

Director: Lawana Trout

The D'Arcy McNickle Center for the History of the American Indian is sponsoring a six-week summer institute on American history in general and on native American history in particular. Four regional conferences will follow the institute. The institute will bring together twenty secondary school and community college teachers from around the country to study native American history from the colonial period through the twentieth century.

University of Pennsylvania Teacher Training Institute in Local History

College of General Studies
University of Pennsylvania
112 Logan Hall/CN
Philadelphia, Pennsylvania 19104
215/898-8452

Director: Walter Licht

A pair of summer institutes, one in 1986 and one in 1987, and weekend follow-up activities will provide sixty Pennsylvania secondary school social studies and history teachers with an opportunity to examine developments in historical scholarship over the past twenty years. The thirty participants in each institute will relate scholarship and methodological techniques in local and regional history to the study of central events and concerns of U.S. history.

Summer Institute in Classical Studies for High School Teachers

Classical Studies Program
Skidmore College
Saratoga Springs, New York 12866
518/584-5000, Ext. 2306

Director: Thomas S. W. Lewis

During this five-week summer institute, thirty secondary school teachers from around the country will study the historical, social, and artistic forces that shaped the Athenian state, particularly in the period 490-336 B.C. Each participant will have an opportunity to study thoroughly a topic in one of three specialized seminars. Follow-up activities will include regional seminars and a weekend seminar at the college.

Commonwealth Partnership: History Institutes

Franklin and Marshall College
P.O. Box 3003
Lancaster, Pennsylvania 17604
717/291-3986

Director: Richard Kneedler

The Commonwealth Partnership, a consortium of twelve colleges in Pennsylvania, is sponsoring four three-week summer institutes in history for 130 secondary school teachers and approximately 100 secondary school principals from around the state. The institutes will focus on religion, revolution, industrialization, and the growth of government in Europe and America from the sixteenth through the twentieth centuries. The follow-up programs will foster regional networks of college and high school faculty.

Toward the Twenty-First Century: Historical Perspectives on America's Relationship with Europe and the Soviet Union

Department of History
The College of William and Mary
Williamsburg, Virginia 23185
804/253-4512

Director: George V. Strong

Thirty secondary school social studies and history teachers from Maryland, the District of Columbia, Virginia, and the northern part of North Carolina will attend this four-week institute. They will study the history of America's diplomatic relationships with Europe and the Soviet Union. The project staff includes both historians and diplomats. During the following year the participants will conduct in-service workshops for their school districts.

Islam: Religion, Culture and History

Department of Near Eastern Studies
Princeton University
108 Jones Hall
Princeton, New Jersey 08544
609/452-3629

Director: Norman Itzkowitz

This project will involve thirty-six elementary, middle, and secondary school teachers from around the country in a five-week program that will introduce them to the religion, culture, and history of Islam. The lectures, readings, and field trips will examine Islam as a religion, the spread of Islam, Islamic arts, Islamic literature and philosophy, and the crisis of modern Islam. The participants will also write brief research papers and develop curricular materials for their classrooms.

Summer Institute on Latin American Peoples and Cultures

Department of History
New York University
19 University Place
New York, New York 10003
212/598-3322

Director: Warren Dean

This four-week summer institute for sixty fifth-grade teachers from the New York metropolitan area will focus on Latin America as a rich mixture of cultural and historical influences. Participants will read works of Latin American literature and will study primary and secondary historical works while developing curricular materials for their classrooms. During the 1986-87 school year, three follow-up workshops will be held at New York University.

Teaching About Latin America

History Department
SUNY College at Cortland
Cortland, New York 13045
607/753-2723

Director: Roger E. Sipher

For five weeks, forty New York State elementary, junior high, and senior high school teachers will study Latin American history and culture in a chronological format. Each participant will study one country in depth and prepare a presentation for the group. After the summer, the participants will meet in smaller teams around the state, and the entire group will return to Cortland for two two-day conferences.

Summer Institute on Korean History and Culture in an East Asian Context

Yale University
c/o HRAF
2054 Yale Station
New Haven, Connecticut 06520
203/436-4217

Director: Hesung C. Koh

The twenty-four secondary school teachers in this four-week institute will study East Asian history and culture with an emphasis on Korea. Participants will be drawn from throughout the country, and they will examine a variety of primary and secondary sources. The institute will result in two products, a teachers' guide and a collection of curriculum units. It will conclude with a workshop during the academic year.

Summer Institute in Asian Studies

Oregon International Council
700 Church Street, S.E.
Salem, Oregon 97301-3795
503/378-4960

Director: Robert T. Willner

During this month-long institute, thirty elementary and secondary educators from Oregon will study the traditional value systems of China and Japan as reflected in a selection of historical, literary, and philosophical texts. Participants will develop Asian studies curriculum materials for their classrooms. Three follow-up conferences during the year will reinforce the summer work.

INSTITUTES

ON THE BICENTENNIAL OF THE

U. S. CONSTITUTION

The CUA Elementary/Middle School Summer Constitution Institute

The Catholic University of America
Education Department
201 O'Boyle Hall
Washington, D.C. 20064
301/422-1443

Director: Judith E. Greenberg

Thirty elementary and middle school teachers from Maryland, Virginia, Delaware, and the District of Columbia will spend four weeks strengthening their knowledge of the Constitution. They will study the history of the founding period, the origins and development of the Constitution, and Supreme Court rulings that have had a significant impact on Constitutional interpretation. In addition to attending scholarly sessions, the participants will study primary source documents in Washington. Follow-up activities will include conferences, in-service sessions, and the writing of articles and reports about the institute's work.

Constitutionalism: Two Centuries of Freedom under Law

School of Education
University of California, Berkeley
Berkeley, California 94720
415/642-3726

Directors: Bernard R. Gifford
James Kettner

Forty-five California high school social studies teachers will spend four weeks exploring the historical roots of the Constitution, its framing and ratification, and the subsequent development of Constitutional law. Academic year follow-up activities will include workshops and the dissemination of curriculum materials developed by participants during the summer institute.

The Constitution and Michigan: Two Centuries of Change, Development, and Stability

Department of History
Grand Valley State College
Allendale, Michigan 49401
616/895-3420

Director: Dennis S. Devlin

Twenty pairs of teachers from grades 7-12 in Michigan will participate in a four-week institute focusing primarily on the history of the U.S. Constitution. A secondary focus of the institute will be the history of Michigan as it relates to the Constitution. A series of meetings, conferences, and visits by the staff to the participants' classes will take place during the academic year following the institute.

The American Constitution

California State University
Los Angeles, California 90032
213/224-3726

Director: Donald O. Dewey

This project will enable forty-four Los Angeles teachers of eighth grade history to study the origins and philosophy of the U.S. Constitution. After the twenty-day institute ends, the participants will work closely with the project faculty to integrate the institute's material into classroom lessons.

American Federalism

Temple University
Center for the Study of Federalism
Philadelphia, Pennsylvania 19122
215/787-7784

Director: Daniel J. Elazar

This four-week institute for thirty-five high school social studies teachers from around the country will examine significant primary and secondary sources on American federalism and government. The major emphasis will be on studying documents from the eighteenth and nineteenth centuries. In the follow-up activities, a newsletter and the dissemination of curricular materials will help the participants teach civics and American history more effectively.

The Constitution and its Cultural Context

Tennessee State University
English Department
Nashville, Tennessee 37203
615/320-3018

Director: Clayton C. Reeve

This institute for thirty-two promising high school juniors will provide four weeks of study on the U.S. Constitution. The Constitution will be approached both as a document that defines the powers and structures of our federal government and as a historical artifact that reflects late eighteenth-century European and American culture. The institute will provide a broad array of cultural activities.

INSTITUTES

ON

LANGUAGES AND AREA STUDIES

French Institute for High School Teachers

Center for French Culture and Civilization
New York University
19 University Place, Room 600
New York, New York 10003
212/598-2838

Director: Bernard Garniez

This four-week institute, to be held at NYU's facility in Paris, will allow twenty high school French teachers from around the country to deepen their understanding of contemporary French culture. While they work intensively on their language skills, the teachers will study French history, politics, and society, especially relating to Paris. Follow-up activities will be carried on through the Maison Française and the Institute of French Studies.

Summer Institute for Pre-Collegiate Instructors of French at Potsdam College

State University College of Arts and Sciences
Potsdam, New York 13676
315/267-2103

Director: Maureen Regan

Through a four-week summer institute, sixty participants (forty teachers and twenty administrators) from Illinois, New York, and Ohio will focus on the study of medieval France. Participation will be by teams: one elementary and one secondary teacher of French, plus a school district administrator. The institute will provide instruction in French plus lectures and discussions on medieval French history, art, music, and literature. The institute will also provide opportunities to polish language skills and to discuss methods of French instruction. Follow-up activities will include the preparation of lesson plans, presentations at professional meetings, and attendance at a winter meeting of the group.

French-Canadian Institute for Language and Culture

Center for the Study of Canada
State University of New York at Plattsburgh
Plattsburgh, New York 12901
518/564-2086

Director: Jeanne H. Kissner

Through a four-week summer institute on French-Canadian language and culture, this project will familiarize thirty high school French teachers with one of the world's major Francophone cultures and will enhance the teachers' French language skills. Participants will study French-Canadian culture through lectures and readings in history and literature as well as through newspapers, journals, radio and television programs, and visits to Montreal and Quebec. After the institute, the participants will submit articles to the center's publication, Teaching Canada. Several participants will also serve on panels at a meeting of the American Council for Quebec Studies.

Language and Culture Institutes for Teachers of German

Department of Foreign Languages
University of Wisconsin
Stevens Point, Wisconsin 54481
715/346-3036

Director: Mark R. Seiler

The goal of this institute is to provide thirty Wisconsin high school teachers of German with intensive immersion training to improve their language skills. The teachers will also study important works of German literature, German film, and major historical and cultural events in Germany since 1871.

Literature, Cultural, and Language Institute for High School Teachers of German

Department of Foreign Languages
Westminster College
New Wilmington, Pennsylvania 16172
412/946-8761

Director: Jacob Erhardt

In this four-week institute for secondary school teachers of German, twenty-five participants from around the country will broaden their knowledge of German literature, culture, and language. Participants will study German authors from Goethe to Mann and Brecht, focusing on the interaction between the individual and society. A variety of follow-up activities will help the participants in their efforts to integrate German literature into their classroom lessons.

Greek Institute

Department of Classics
Bowdoin College
Brunswick, Maine 04011
207/725-8731

Director: John W. Ambrose, Jr.

In this institute, forty secondary school teachers from the New England area will spend four weeks, followed by four weekend meetings during the academic year, in an intensive study of ancient Greek language and literature. The institute will focus on the Homeric poems. It will also probe the relationship between the Greek and Roman worlds.

The Romans: Their Language, Their Lives

The University of Georgia
Athens, Georgia 30602
404/542-1261

Director: Richard A. LaFleur

The goal of this two-year project is to strengthen Latin instruction in America's secondary schools and to help relieve the shortage of certified Latin teachers. The project consists of two five-week summer institutes, intensive study during the academic year, and follow-up activities after the second summer. Current or prospective teachers of Latin are eligible to apply. The twenty-five participants will receive instruction in the language from the beginning into the advanced level. They will also study Roman history during the first centuries B.C. and A.D.

January 1986 - December 1987

Treatment of the Child in Francophone and Hispanic Literature

District of Columbia Public Schools
Langdon ISC - 20th and Evarts Streets, N.E.
Washington, DC 20018
202/576-7816

Director: Marion E. Hines

In collaboration with Georgetown University, the public schools of the District of Columbia are offering a four-week summer institute for fifty secondary school teachers of French and Spanish from the Washington metropolitan area. The teachers will examine the treatment of the child in the literature of France, Spain, West Africa, the Caribbean, and Latin America. The project staff will visit the classrooms of the participants. And the application of the work to instruction in the schools will be discussed at two post-institute seminars.

Summer Institute for Oklahoma Secondary School Foreign Language Teachers

Department of Foreign Languages
Oklahoma State University
228 MS
Stillwater, Oklahoma 74078
405/624-5825

Director: Santiago Garcia

In this four-week summer institute thirty Oklahoma high school teachers of French and Spanish will pursue studies in language, culture, and literature. The French section will focus on various movements in contemporary French literature. The Spanish section will focus on women in Hispanic literature from the Golden Age through the twentieth century. The staff will visit the participants' schools during the fall semester, and a spring seminar will bring all the participants back to the university.

Summer Institutes for Foreign Language Teachers

Department of Modern Languages and
Linguistics
University of Maryland
5401 Wilkens Avenue ACIV-146
Catonsville, Maryland 21228
301/455-2109

Director: Robert A. Sloane

Two summer institutes for eighty Maryland high school foreign language teachers will stress the study of contemporary French and Hispanic cultures through an examination of major texts in French and Spanish. In each institute, one for teachers of French and one for teachers of Spanish, the participants will undertake extensive work in reading and writing the language being studied. In conjunction with their work, the participants will also develop curricular materials for their classrooms.

A Foreign Languages and Cultures Project

The Pennsylvania State University
315 Burrowes Building
University Park, Pennsylvania 16802
814/865-7233

Director: Martin S. Stabb

During this four-week summer institute, forty-five Pennsylvania secondary school teachers of French, German, and Spanish will enhance their oral and written language skills. They will also study the literature and contemporary culture of France, Germany, and Spain. After the institute, participants and staff will develop a series of workshops for foreign language teachers.

INSTITUTES

ON

GENERAL HUMANITIES TOPICS

History and Literature Institutes for Secondary School Teachers

National Humanities Center
7 Alexander Drive
Research Triangle Park, North Carolina 27709
919/549-0661, Ext. 265

Director: John M. O'Connor

Each of these two institutes is open to twenty secondary school teachers. The topic of the history institute is "Fertile Ground: The Agrarian Tradition in American History," and it is open to teachers from around the country. The literature institute is open to North Carolina teachers, who will study "The Concept of Self in Literature." Both institutes will last three weeks, and both will involve follow-up meetings.

Summer Humanities Institute for Secondary School Principals: "Heroes, Heroines, and Society"

Office of the Dean
University of Oregon, Eugene
125 Chapman Hall
Eugene, Oregon 97403
503/686-5128

Director: Robert M. Berdahl

In this three-week institute, twenty-five secondary school principals selected from throughout the country will read and reflect on "Heroes, Heroines, and Society." Through a schedule of lectures and discussions, the institute will provide the principals with a rationale for improving the humanities curricula of their home institutions.

St. Louis Middle School Principals' Institute on Jurisprudence

Webster University
470 E. Lockwood
St. Louis, Missouri 63119
314/968-7093

Director: Fred Stopsky

During this three-week institute thirty principals from St. Louis public schools will study the humanities aspects of jurisprudence, in particular the nature of expressed or implied contracts. In addition to works on law, the participants will read Sophocles' Antigone, Shakespeare's The Merchant of Venice, and historical works such as The Federalist and the Declaration of Independence. A member of the project staff will visit each participant at least three times during the academic year following the summer institute. Among other things, the institute will offer the principals an opportunity to prepare activities for students, teachers, and parents at their schools.

The Teacher: Summer Institute in the Humanities

Department of English
Beaver College
Glenside, Pennsylvania 19038
215/572-2964

Director: Elaine P. Maimon

In this institute, focusing on twelve suburban and rural school districts in the tri-state area surrounding Philadelphia, eighteen teachers and twelve administrators of grades K through 12 will explore ways of improving humanities instruction in their schools as they study selected works of Plato, Jefferson, Dickens, and Henry Adams. Expository writing will be an important part of the work of each participant. After the institute, the project faculty will make monthly site visits to the school districts and will conduct other follow-up activities.

Portland-Falmouth Teachers' Academy

Portland Public Schools
331 Veranda Street
Portland, Maine 04103
207/775-0900

Director: Peter R. Greer

In this four-week institute, fifty teachers of grades K through 12 from the Portland and Falmouth systems will study the dialogues of Plato, The Diary of Anne Frank, and other texts such as the Declaration of Independence. The teachers will examine Socratic methods and discuss ways to enhance their teaching of critical thinking skills. The following academic year will provide opportunities for the participants and staff to continue working together. Meanwhile, participants will be encouraged to share their work with other teachers and school administrators.

Institutes for Humanities Teachers

Instructional Development Services
University of California-Irvine
Irvine, California 92717
714/833-6721

Director: Richard L. Regosin

During this five-week institute, forty-five Orange County secondary school teachers and university faculty will study major texts in the Western literary, philosophical, and historical tradition. Through a conference and through regular meetings during the school year, the teachers will compare perspectives on ways to relate the works to their instructional program.

C O L L A B O R A T I V E

P R O J E C T S

American Literature in the Schools

Center for the Liberal Arts
University of Virginia
Wilson Hall
Charlottesville, Virginia 22903
804/924-6647

Director: Harold H. Kolb, Jr.

Through a variety of activities, professors of American literature and secondary school English teachers in Virginia will work together for three years in an effort to improve the teaching of the subject. The activities include in-service workshops led by the literature professors, colloquia involving both teachers and professors, special graduate courses, and scholar-in-residence programs designed especially for teachers.

January 1986 - December 1988

Collaborative Humanities Project: University of Massachusetts/ Amherst and Springfield Public Schools

University of Massachusetts
Dean's Office/South College
Amherst, Massachusetts 01003
413/545-2627

Director: Murray M. Schwartz

The University of Massachusetts and the Springfield Public Schools are continuing and expanding a project that focuses on teacher training and the development of pedagogical strategies in the humanities and art. Twenty-four high school teachers will study American history and poetry in a six-week summer institute. The follow-up activities will consist of a scholars-in-residence program and several poetry workshops.

January 1986 - June 1987

CMU Collaborative Humanities Program

Honors Program
Central Michigan University
Larzelere Hall 112
Mt. Pleasant, Michigan 48859
517/774-3092

Director: Benjamin F. Taggie

Central Michigan University will offer a program to improve and update the academic preparation of 100 secondary school teachers from selected central and northern Michigan public schools. Project activities will include an integrated track of graduate courses in the humanities, workshops in the schools, faculty symposia, and two summer institutes. Project activities will begin in the fall of 1986. The first summer institute will be held in 1988 for half the participants; the remaining participants will attend the 1989 summer institute.

September 1986 - September 1989

The Providence-Brown Teaching Project

Brown University
Box 1875
Providence, Rhode Island 02912
401/863-2315

Directors: Robert A. Shaw
Paula Evans

Over the next two summers, Brown University and the public, parochial, and independent schools of Providence are offering institutes for secondary school teachers. Topics include the comedies and tragedies of Shakespeare, the Industrial Revolution, and Latin American culture and literature. Twenty teachers will participate in each institute. Each three-week institute will be preceded by four afternoon seminars in the spring and followed by five evening seminars in the fall; these seminars will help teachers integrate ideas from the institutes into their high school teaching.

January 1985 - December 1987

Partners in Education

Princeton University
228 West College
Princeton, New Jersey 08544
609/452-3336

Director: Henry N. Drewry

Princeton University and the schools of Trenton and Princeton are engaged in a three-year project to improve secondary school teaching in the humanities. Forty teachers will participate each year. Each phase of the project begins with a four-week summer institute. The institute will be followed by meetings throughout the academic year during which teachers will explore ways to incorporate the work of the summer into the curriculum of the schools. The subjects for the three summer institutes are (1) nineteenth-century American thought, (2) the literature of North and South America, and (3) important philosophical and political concepts in the humanities.

January 1985 - June 1988

The 'Odyssey' Theme as a Journey of Self-Discovery: A Collaborative Project for the Public School Teachers of Washington, D.C.

Department of English Studies
University of the District of Columbia
4200 Connecticut Avenue, N.W.
Washington, D.C. 20016
202/282-7737

Director: Gregory U. Rigsby

In collaboration with the University of the District of Columbia, the District of Columbia Public Schools are offering an opportunity for teachers of English to study major works of literature in depth. Works to be studied include the Odyssey, Don Quixote, and The Adventures of Huckleberry Finn. UDC faculty and scholars from other universities in Washington will work with the teachers to explore ways of improving the literature curriculum in the District of Columbia Public Schools. The teachers will write extensively throughout the project.

June 1985 - May 1987

A Collaborative Project for the Combined Study of Literature and History

Foreign Language Resource Center
University of Oregon
Eugene, Oregon 97403
503/686-4027

Director: David J. Curland

Teams of foreign language and social studies teachers from seven Oregon school districts will study the history and literature of selected countries. Taught by history and foreign language faculty from the University of Oregon and at a campus site in the Portland area, the five four-week institutes for ten teachers each will focus on one of the following areas: Japan, Germany, Spain, France, and Russia. During the academic year, the participants will attend workshops designed to help them integrate the materials from the summer institutes into the curricula of their schools.

January 1985 - March 1988

Collaborative Humanities Project: SUNY at Buffalo

College of Arts and Letters
State University of New York at Buffalo
Amherst, New York 14260
716/636-2711

Director: James H. Bunn

This project for Buffalo secondary school teachers is designed to enhance the teachers' backgrounds in contemporary scholarship on American literature and history. The program includes a four-week summer institute, a series of seminars, and a variety of classroom activities which address the form and content of the humanities curriculum in the Buffalo schools.

June 1984 - May 1986

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES:

SUMMER HUMANITIES PROGRAMS FOR HIGH SCHOOL JUNIORS

The Constitution and its Cultural Context

Tennessee State University
English Department
Nashville, Tennessee 37203
615/320-3018

Director: Clayton C. Reeve

This institute for thirty-two promising high school juniors will provide four weeks of study on the U.S. Constitution. The Constitution will be approached both as a document that defines the powers and structures of our federal government and as a historical artifact that reflects late eighteenth-century European and American culture. The institute will provide a broad array of cultural activities. (Office of the Bicentennial)

INDEPENDENT STUDY IN THE HUMANITIES

The Endowment has awarded grants to the Council for Basic Education to support a program of summer fellowships for high school teachers. The principal purpose of the program is to encourage serious independent study in the humanities by individual teachers and thereby nourish the intellectual life of the country's schools. In its first two summers, the program awarded 216 fellowships of $3,000 each. To qualify, teachers must have at least five years of experience, and they must offer a plan for two months of independent study in one of the disciplines of the humanities. The deadline is December 1 for the submission of applications for the following summer. For information about this program write to Independent Study in the Humanities, CN 6331, Princeton, New Jersey 08541-6331.

INDEX BY

GEOGRAPHICAL REGION

NATIONAL

Literature Institutes

Folger Library 1
Miami University 5

History Institutes

Bard College 8
Newberry Library 9
Princeton University 12
Skidmore College 10
Social Science Education Consortium. 7
Yale University. 13

Institutes on the Bicentennial of the U.S. Constitution

Temple University. 17

Institutes on Languages and Area Studies

New York University. 19
SUNY, Plattsburgh. 20
University of Georgia. 22
Westminster College. 21

Institutes on General Humanities Topics

National Humanities Center 25
University of Oregon 26

REGIONAL

Literature Institutes

Midwest . . . . . University of Maryland 2
Mid-Atlantic. . . . . Ohio Wesleyan University 3
Southern Appalachia . . . . . Appalachian State University . . .4

History Institutes

Washington, D.C., Maryland,
North Carolina, Virginia. . The College of
William and Mary 11
New England . . . . . Harvard University 8

Institutes on the Bicentennial of the U.S. Constitution

Mid-Atlantic. . . . . Catholic University
of America 15

Institutes on Languages and Area Studies

Illinois, New York, Ohio . . . State University of New York,
Potsdam. 20
New England . . . . . Bowdoin College. 22

Institutes on General Humanities Topics

Philadelphia and Surrounding
Districts and States. . . . Beaver College 27

Literature Institutes

Colorado	University of Colorado	4
Kentucky	University of Kentucky	3
New York	The City College	6
New York	Columbia University	5
Pennsylvania	Indiana University of Pennsylvania	2
Texas	Dallas Institute	6

History Institutes

Illinois	Chicago Metro History Fair	9
New York	New York University	12
New York	State University of New York, Cortland	13
Oregon	Oregon International Council	14
Pennsylvania	Franklin and Marshall College	11
Pennsylvania	University of Pennsylvania	10

Institutes on the Bicentennial of the U.S. Constitution

California	University of California, Berkeley	16
California	California State University, Los Angeles	17
Michigan	Grand Valley State College	16

Institutes on Languages and Area Studies

Maryland	University of Maryland, Baltimore County	24
Pennsylvania	Pennsylvania State University	24
Oklahoma	Oklahoma State University	23
Washington, D.C	D.C. Public Schools	23
Wisconsin	University of Wisconsin, Stevens Point	21

Institutes on General Humanities Topics

California	University of California, Irvine	28
Maine	Portland Public Schools	27
St. Louis, Missouri	Webster College	26
North Carolina	National Humanities Center	25

*U.S. GOVERNMENT PRINTING OFFICE:1986-491-597/40002

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